

A RESOURCE GUIDE
FOR
VOLUNTEERS IN THE SCHOOLS



First Edition

Superintendent of Schools
Anchorage School District
4600 DeBarr Road, Anchorage, Alaska 99504

1979

Acknowledgement

The Resource Guide for Volunteers in the Schools was developed by a committee appointed by the Superintendent in May of 1978. Committee members were:

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INTRODUCTION

Concerned citizens in the Anchorage School District have always taken an active part in local schools, both in the classroom and out of the classroom. Today, however, there is a new enthusiasm for "volunteerism" and the value of volunteers is becoming more apparent each day. While many schools, particularly those on the elementary level, are enjoying the benefits of volunteerism, others are still struggling with the concept. The purpose of this guide is to help both types of schools by offering suggestions for a more systematic approach to volunteers in the schools. Volunteerism, when effectively handled, is a very valuable asset to an educational program. It expands educational opportunities and experiences for students; it improves community understanding of and support for schools; and it helps those who volunteer.

As a resource guide, this handbook is designed to assist the principal with planning, developing, implementing, and evaluating an effective program for volunteers in the schools. There is no model program which can simply be plugged in at the unit level. There are, however, many ideas and procedures which have proven to be important to a good volunteer program, and these can be adapted to meet the unique needs of each school.

Underlying the entire resource guide is the philosophy that a good volunteer can, does, and will make a positive contribution to the educational environment. As more volunteer programs are developed and improved, the value of volunteerism will become even greater in the Anchorage School District.

A RESOURCE GUIDE FOR
VOLUNTEERS IN THE SCHOOLS
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I. PLANNING A VOLUNTEER PROGRAM

A. Setting the Goals:

WHO SHOULD SET THE GOALS?

The overall goal of an effective volunteer program is to increase the quality of education in the individual school. Each school should determine its own goals for a volunteer program, and could do so through a planning committee which may include principal and staff, parents, students, and other community members. Involving all these people at the beginning gives a volunteer program the greatest opportunity for success. In establishing goals, the planning committee should consider the needs of students, staff, volunteers, and the community. These needs may be determined by "brainstorming" sessions or by surveys.

Typical goals for a volunteer program might include:

WHAT ARE SOME GENERAL GOALS?

1. To enrich the students' experiences beyond that which is customarily available in the school.
2. To increase student motivation for learning by providing a variety of adult contacts and special attention.
3. To enhance student self-image by providing more opportunities for success and positive reinforcement.
4. To assist teachers in providing more individualization.
5. To allow teachers more time for teaching by relieving them of many non-teaching duties and tasks.
6. To strengthen parent/teacher/child relationships through positive participation.
7. To build an understanding of the school among community members, thus stimulating widespread involvement in the total educational process.

Additionally, a school might have some more specific goals such as:

- a. To develop a RISE skill bank.
- b. To develop and implement a math lab.
- c. To provide tutors for students who need extra help.
- d. To assist with creative arts or intramural sports.
- e. To offer career opportunity information.

B. Designing Coordination of Efforts

WHAT WILL HELP A PROGRAM BE EFFICIENT AND EFFECTIVE?

For maximum efficiency and effectiveness, a volunteer program must be well planned and must have a definite form of organization. The planning committee, representing the administration, staff, parents, students, and other community members may decide what the staff will do, what the volunteers will do, and how coordination will be accomplished. Specifics should then be identified in writing. The volunteer program plan should contain all the vital elements:

WHAT IS IN THE PLAN?

Who?
What?
When?
Where?
How?

The program design should address the following:

1. Administrative approval.
2. Roles and responsibilities of staff and volunteers.
3. Guidelines for staff and volunteers in conjunction with Anchorage School District policy.
4. Program coordination by a volunteer or staff coordinator.
5. Recruitment.
6. Training of staff.
7. Orientation and training of volunteers.
8. Evaluation, reward and revision.

II. DEVELOPING A VOLUNTEER PROGRAM
(See Appendix A suggested sequence of development.)

A. Recruitment

HOW SHOULD RECRUIT-
MENT BE HANDLED?

Volunteer recruitment requires careful planning and is very important to the overall program. Although formal recruitment may occur once or twice during the school year, a volunteer should be welcomed into the program whenever the question is asked: "What can I do to help at the school?" Recruitment should be flexible and ongoing. Recruitment should ideally follow the development of actual volunteer job descriptions and should aim at developing a group of dedicated, enthusiastic, and dependable volunteers. The quantity of volunteers is not so important as the quality of volunteers. Good volunteers will quickly realize how helpful and satisfying their efforts are. As they spread the good word to others, more volunteers will appear.

There are two groups to consider in recruiting:

HOW COULD PEOPLE
PRESENTLY CONNECTED
WITH THE SCHOOL BE
REACHED?

1. Parents, PTA Members, Community School Participants
 - a. Send a letter to parents of students, describing volunteer opportunities and inviting participation. (See Appendix B.)
 - b. Schedule a parents' visitation day during which parents are invited to visit classrooms. Distribute to them a parent talent survey. (See Appendix C.) This will give parents a chance to feel comfortable in the classroom and to consider becoming a school volunteer.
 - c. Schedule presentations to the PTA, Community School Association, or other appropriate groups. Presentations may coincide with an open house, meeting, or program.
 - d. Maintain a file of potential volunteers, including former volunteers. Schedule an event for former and current volunteers, encouraging them to bring friends.

2. Community Members at Large

Older individuals or retirees, young adults without children or without school-age children, or other individuals without a direct connection with the school have many special talents, skills, and experiences to share with students. The recruitment program could be expanded to reach these people:

HOW COULD PEOPLE NOT
PRESENTLY CONNECTED
WITH THE SCHOOL BE
REACHED?

- a. Design a public relations program through the Public Information Officer which might include:
 - (1) Radio and/or television announcements.
(See Appendix D.)
 - (2) News releases and regular newspaper coverage, including releases to community newsletters. (See Appendix E.)
 - (3) Appearances on television news and talk shows.
 - (4) Establishment of a speakers' bureau to approach interested clubs and organizations.
 - (5) Securing the cooperation of one or more groups which would adopt the school as a recruitment project.
- b. Contact Volunteer Opportunities, The Volunteer Recruitment and Referral Center in Anchorage, to list volunteer job opportunities.
- c. Encourage staff to make use of the Community Resource Scheduling Center in Anchorage.
- d. Send out a community survey/questionnaire to determine what skills and talents are available.
- e. Design and distribute a brochure describing the volunteer program.
(See Appendix F.)

B. Placement

One key to a successful volunteer program is careful placement of volunteers. This involves being attentive to the volunteer's abilities, interests, and needs as well as to the needs of the students and staff.

1. Interviewing

WHAT PURPOSES DOES
THE INTERVIEW SERVE?

An interview is important for several reasons. It may help volunteers become more aware of the many valuable assets they have to offer; it may help the program coordinator to utilize more effectively the skills of the volunteer; it will help to protect students from influences which are not appropriate in the school environment. Although most volunteers will be a great asset to the school, a method of screening is necessary to identify those few who may be eager, but not acceptable, and the interview will help weed out those few individuals. For all other volunteers the interview should be a confidence building experience. The volunteer should leave the interview feeling valuable, wanted, and eager to return.

HOW SHOULD INTERVIEWS
BE HANDLED?

The ideal interview is both an individual and a comfortable one. When the coordinator of the volunteer program talks with each volunteer individually, new skills are discovered, the best placements can be made, and the total program will be stronger. (See Appendices G and H.)

For volunteers who are well known to the volunteer coordinator, a group interview may be used. After these volunteers have been recruited, the volunteer coordinator may sit down with them to discuss purposes of the volunteer program, volunteer job descriptions, and preferences for placement.

IS "INTERVIEW" THE
BEST WORD?

If the term "interview" is intimidating or uncomfortable, use another label, possibly "conference." Everyone stands to benefit from the procedure, but it is the nature of the procedure, not the name, which is important.

2. Recording

Recordkeeping should not be burdensome. These suggestions may be helpful:

- a. Hours can be documented on the reverse of a registration card which is filed alphabetically by the volunteer's last name. This file would be kept at the school, and volunteers could keep track of their own hours, recording them each visit or once a month. (See Appendices I and J.)
- b. The coordinator could simply maintain a sign-in notebook or calendar which the volunteer would sign each visit, recording the date, location, job performed, and time in and time out. Hours and job tasks could be transferred to a volunteer's card monthly or quarterly, if desired. (See Appendix K.)

III. ORIENTATION AND TRAINING

A. Orientation of Staff

WHY ORIENT THE STAFF?

The effectiveness of the volunteer program depends largely upon the positive guidance and attitude offered by the school staff. The ability and willingness of staff members to provide this needed guidance and support must not, however, be taken for granted. Teachers may have very mixed feelings about volunteers in the schools, and some may have little training in the use of volunteers. Therefore, a survey of staff members' attitudes and feelings might provide helpful information for planning staff orientation. (See Appendix L.) Effective and ongoing staff orientation is critical to a good volunteer program.

HOW SHOULD THE STAFF BE ORIENTED?

1. Suggested methods of orientation
 - a. Regularly scheduled staff meetings.
 - b. Special workshops.
 - c. In-service training.
 - d. Written communication.
2. Suggested content of orientation
 - a. Jobs volunteers can do to assist staff and students. (See Appendix M.)

- b. Ways staff can support and improve the volunteer program.
- c. Teachers' roles in supervising volunteers. (See Appendices N and O.)

B. Orientaton and Training of Volunteers

1. Orientation

WHAT SHOULD ORIENTATION
OF VOLUNTEERS INCLUDE?

A prime ingredient to the success of the volunteer program is a happy, well-informed volunteer who is knowledgeable about the program's objectives and the responsibilities of the staff, the volunteer, and the student.

Therefore, it is important that each volunteer complete an orientation to become familiar with:

- a. Goals and objectives of the volunteer program.
- b. Areas in which volunteer assistance is most needed, including specific job descriptions. (See Appendix P.)
- c. Role of the volunteer in relation to staff, students, program coordinator, total educational program, and the community.
- d. Personnel policies, school procedures and regulations pertaining to volunteers (i.e., insurance, safety, parking, health requirements).
- e. General characteristics of the groups with whom volunteers will be working (i.e., principles of child development, cultural diversities, exceptionalities).
- f. Staff and other sources from which volunteers can get advice, guidance, and information.
- g. Physical facilities and equipment.

The following code might be given to volunteers:

Attitude -- Be a good model. (See Appendix Q.) Be open-minded, willing to be trained, and receptive to suggestion and supervision. Accept the rules; don't criticize what you may not understand.

Dependability -- This is essential. The students and staff are counting on you. If you cannot be at the right place at the right time, you must notify the appropriate person as soon as possible.

Communication -- Deal with others as individuals. Remember that you are a vital link between the community and the school. Your communication as one who supports and interprets the program is important.

Responsibility -- Although the job is voluntary, the commitment is professional. All confidential matters must be kept confidential. Be very careful in any comments you make regarding staff or students.

Supportive Role -- The school volunteer works under the direction and supervision of the staff to provide supplemental, supportive, and enrichment services.

The following methods might be used for orientation of volunteers:

- a. A handbook.
- b. A formal planned meeting.
- c. An informal planned discussion.
- d. A tour of the school or job sites and/or classroom observations with introductions to staff and other volunteers.
- e. A coffee klatch to meet and talk with others involved in the program.
- f. Any combination of the above or other formal or informal procedures.

WHAT BEHAVIOR CAN BE EXPECTED OF VOLUNTEERS?

Whatever methods are used, it is important that the orientation

- a. is planned.
- b. is convenient for the volunteer.
- c. is short, animated, and informative.
- d. is a warm welcome, giving each volunteer a feeling of worth and belonging.
- e. is an incentive, making the volunteer eager to begin working.

2. Training

After orientation, a training process is important to provide the volunteer with specific techniques and skills. Some volunteers and some jobs will require more training than others. Training, which should be efficient and relevant, falls into three basic categories.

WHAT TRAINING SHOULD BE PROVIDED FOR VOLUNTEERS?

a. Pre-service

This training should be provided for all volunteers to introduce learning methods and techniques needed in carrying out volunteer jobs.

b. On-the-job

This training should be provided through staff supervision and guidance as well as the help of knowledgeable students.

c. In-service

This training should be provided to reinforce and develop new volunteer skills. Schools should include volunteers in planned staff in-service days whenever possible.

IV. PROGRAM EVALUATION

WHY IS PROGRAM
EVALUATION
IMPORTANT?

Program evaluation is a positive process and should never be threatening to individuals. Its purpose is simply to identify what areas or aspects of the program are working effectively and what areas could use some help and improvement. The procedures, not the people, are the focus of program evaluation.

IS "EVALUATION"
THE BEST WORD?

If the word "evaluation" seems to have a negative influence, use a different term, "assessment," "appraisement," perhaps. Once again it is the end result, not the label, which is important.

A. Process

Program evaluation should be an ongoing process involving those who are most directly affected by the volunteer program: volunteers, principal and staff, coordinator, students, and parents. It should take place throughout the school year as well as at the end of the school year. Depending on the nature and size of the program, its evaluation can be handled informally through conversation, discussion, observation and reflection; or it can include more formal methods such as surveys, reports, and records. (See Appendices R, S, T, and U.)

B. Reward

Volunteers, like everyone else, like to feel good about what they are doing. Most volunteers need to feel recognized, valued, and rewarded; and the real key to all of this seems to be an attitude of appreciation. The appreciation might be shown by students, principal and staff, coordinator, other volunteers, parents, and/or community. It can and should be shown in different ways:

1. By "promotion" in the form of greater responsibility.
2. By day-to-day expressions of gratitude.
3. By treatment as a valuable asset.
4. By publicity and awards.
5. By special recognition ceremonies.

It is important to determine what type of reward is most significant to a given volunteer and to provide for that in the program. (See Appendix V.) Volunteers provide valuable service and properly rewarded volunteers are likely to continue serving.

SHOULD STAFF BE
REWARDED?

Staff members, also, have a need for recognition of effort and should not be overlooked when rewards are considered. It takes much staff time and energy to develop a good program and without their support and cooperation, there could be no volunteer program in the school. Eventually the rewards of a successful program will become inherent and obvious.

C. Revision

Program evaluation is simply a tool for program improvement, but it serves that purpose only when suggested changes are actually made. Revision, based on evaluation, promotes a good program for volunteers in the schools, and good programs for volunteers in the school mean better education for students of the Anchorage School District.

APPENDICES

APPENDIX A
SUGGESTED SEQUENCE OF DEVELOPMENT
FOR A SCHOOL VOLUNTEER PROGRAM

- | | |
|----------------|--|
| Step One: | Establish Goals |
| Step Two: | Provide for Coordination of Program |
| Step Three: | Orient Staff |
| Step Four: | Develop Job Descriptions |
| Step Five: | Recruit Volunteers |
| Step Six: | Interview Volunteers |
| Step Seven: | Place Volunteers |
| Step Eight: | Provide Orientation and Pre-Service Training
for Volunteers |
| Step Nine: | Establish Recordkeeping Procedure |
| Step Ten: | Implement Program |
| Step Eleven: | Provide In-Service Training for Volunteers |
| Step Twelve: | Offer Joint Workshop or In-Service for
Volunteers and Staff |
| Step Thirteen: | Evaluate Program |
| Step Fourteen: | Recognize and Reward Volunteers and Staff |
| Step Fifteen: | Revise Program |

This sequence may be repeated as necessary.

APPENDIX B

SAMPLE PARENTAL RECRUITMENT LETTERS

Dear Parents:

Your children are our most important resource and we hope to provide them with the best education possible. To do so, we need your assistance.

Many students need extra help with their learning activities.
Many students need enrichment opportunities.
Many students need a great deal of individual attention.

With the assistance of volunteers, we can better provide the extra help, the enrichment, and the individual attention. Your talents and time would be very helpful and greatly appreciated.

YOUR CHILDREN....AND WE....NEED YOU.

If you are interested in serving as a volunteer, we would be delighted to hear from you. The _____ Volunteer Program is a project sponsored by _____.

We have attached a list of duties which can be carried out by volunteers. If you have a special ability or interest which has not been listed, please insert it on the bottom of the sheet.

You are invited to a brief meeting to discuss the volunteer program in more detail. Let us know if you can come.

DATE:

TIME:

PLACE:

Sincerely yours,

Principal

(Also signed by volunteer coordinator if one has been designated.)

Sample Check List to Accompany Recruitment Letter

I would like to:

(Check all that apply)

- Assist in the classroom
- Work with small groups of children
- Work with an individual child
- Work in the library
- Make posters and displays
- Help with clerical chores
- Prepare instructional materials
- Act as interpreter for non-English-speaking children
- Act as a resource person in _____
- Speak to class on my speciality, which is _____

- Help on the playground
- Other interests (please specify) _____

Name	Address	Phone
------	---------	-------

Day or days I can help:

Monday _____ Tuesday _____ Wednesday _____ Thursday _____ Friday _____

Hours I can help: At home _____ At school _____ Other _____

Dear Parents:

For the past two years we have operated a comprehensive Volunteer Program at school. We, as a staff, wish to continue that program this year. If you are interested, please read and complete this questionnaire by _____. It will set up a schedule for in-service meetings and make initial assignments.

Principal's signature

SCHOOL VOLUNTEER PROGRAM

I would be willing to serve as a volunteer in the following areas:

- ___ Develop and prepare teacher-directed materials.
- ___ Assist the teacher within the classroom under the teacher's direction.
- ___ Assist the teacher in Music, Art, P.E. (Please circle appropriate area.)
- ___ Assist in the Learning Lab.
- ___ Assist in the Library.

How many hours a week could you volunteer and on which days? _____

Phone Number _____

Parent Signature

_____ Child's/Children's Teacher(s)	_____ Date	_____ Parent Signature	_____ Phone
--	---------------	---------------------------	----------------

Appendix C

--SAMPLE--

PARENT TALENT SURVEY

Name(s) _____ Phone _____

Child's Name/Room Number _____

Please indicate when you would be available to assist:

Time: _____ (M T W TH F S SN)

Please check one or more areas of interest to you:

1. Library Assistant _____ Office Assistant _____
Library assistants do things such as cataloging books, checking them in and out, shelving books, reading stories to children, and/or arranging book displays. Office assistants may run duplicating machines, answer phones, distribute notices, and perform clerical work.
2. Volunteer Classroom Assistant _____ Grade Level _____
This position includes duties such as helping individuals or small groups, recordkeeping, correcting papers, assisting with arts and crafts, etc., all under the direction and supervision of the classroom teacher.
3. Volunteer Curriculum Assistant _____
This position includes duties such as running duplicating machines, laminating materials, making teaching aids (games, flash cards, etc.), setting up displays, outside classroom typing, etc.

Specifically I am able to _____
Please indicate whether you can come to the school to work or if you must work at home. School _____ Home _____

4. Volunteer Resource Assistant _____
This job classification includes people who have a special talent, occupation, hobby, collection or have traveled and are willing to share their experience with the students, by special arrangement. (Includes contacts you might have in any special interest areas with whom you might specially arrange an activity with the students.)

Special Skills or Talents: Cooking _____ Sewing, Knitting, Crocheting, Needlepoint, Spinning, Weaving (Please circle)
Art _____ Crafts _____ Ceramics _____ Woodworking _____ Instrumental Music _____ Vocal Music _____ Typing _____ Team Sports _____
Science _____ Dramatics _____ Foreign Language _____ Speech and Debate _____ Photography _____ Other (please specify) _____

Occupational Fields(s):

Foreign Lands Visited: _____

Parts of U.S. Visited: _____

Hobbies or collections: _____

5. Special Support: (1) Volunteer Coordinator _____ (2) Historian _____
(3) Driver on Field Trips (\$100,000/300,000 Liability insurance and
valid driver's license required)

APPENDIX D

SAMPLE PUBLIC SERVICE ANNOUNCEMENT FOR USE ON

RADIO AND/OR TELEVISION

Make a New Year's resolution to become a school volunteer with the Anchorage School District. Now that the holidays are over and school is back in full swing, there are many students who need that little extra help that a volunteer brings. Volunteers work with individuals and groups to improve reading skills or assist teachers in preparing materials to be used in the classroom. There is a place in the Anchorage schools for you as a volunteer. Call _____ for more information.

APPENDIX E

SAMPLE NEWS RELEASE

SCHOOL VOLUNTEER
PROGRAM

NEWS RELEASE

RESOLVE TO BE A VOLUNTEER

If you are still looking for a New Year's resolution, maybe you can resolve to become an Anchorage School District volunteer. Now that the holidays are over and school is back in full swing, there are many children who need that little extra help that a volunteer brings.

New volunteers are always needed and each year the need for volunteers seems to become even greater. Teachers, students, and administrators alike agree that the school volunteer has indeed become a priceless asset.

There are opportunities for volunteers to serve during the school day by assisting in the classroom, helping in the library, tutoring, preparing materials, and in other ways sharing their talents and time.

Why not start the new year out right by doing something worthwhile with your spare time? Persons who are interested should contact the _____.

Picture yourself in a school making life a little brighter for someone and, in turn, gaining fulfillment in your own life.

- Vocational Experts
- Library Assistants
- Playground Assistants
- Teacher Aides
- Resource Aides
- Child Care Aides
- Bilingual Assistants
- Office Assistants
- Teaching Crafts
- Tutoring
- Telephoning
- Training

Fold Here

APPENDIX F

SAMPLE RECRUITMENT BROCHURE

YOU CAN HELP!

Insert picture of
volunteer working
with a student.

Fold Here

BE A
SCHOOL VOLUNTEER!

Invitation from Administration
and Staff:

Volunteering can be an exciting, growing, enjoyable experience. It is truly gratifying to serve a cause, practice one's ideals, work with people of like interests to solve problems together, see benefits and know that one had a hand in them.

The volunteer program at our school is coordinated in a manner which will hopefully avoid overwork of a small group and enable any interested parent to participate as frequently as they desire and their time allows.

AS A SCHOOL VOLUNTEER YOU CAN HELP
PROVIDE:

- Additional adult role models for students.
- An opportunity for teachers to share with another person who may have different ideas.
- A chance to free the teacher for more immediate duties.
- Additional knowledge and resources for youngsters and teachers.
- Better services for exceptional children.
- Personalized help for basic education.

APPENDIX G

INTERVIEWING

There are three desires often expressed by volunteers:

1. That their volunteer time will be well spent and appreciated.
2. That their skills and talents will be utilized appropriately.
3. That they will be placed on jobs for which they are well suited.

A good volunteer interview addresses these desires and shows the value of a volunteer's potential contribution to the school program.

The volunteer interview is a conversation with a purpose. While the exact setting and structure may vary from slightly formal (in the school office following the completion of an interview form) to informal (a conversation over coffee in the potential volunteer's home), the interviewer--usually the person designated as volunteer coordinator--should keep his/her purposes in mind for the interview and should not allow it to become only a conversation.

Of importance in a volunteer interview are the following:

1. Directive questions. These may be used to gather specific information (the kind that might be asked on an interview or application form).

- Examples:
1. Do you have children in school?
 2. What ages are they?
 3. What volunteer or paid jobs have you held?
 4. Where . . . ?
 5. Did you . . . ?
 6. When . . . ?

These questions are more easily handled in written form and can be used as the basis for further questions.

2. Non-directive questions. The interviewer uses more open-ended questions to probe attitudes, values, interpersonal relations, emotional stability, and motivations. Questions may be phrased in a number of ways; the important thing is to provide a supportive climate in which people want to talk about themselves.

- Examples:
1. What do you most enjoy doing?
 2. What are your personal and work goals that would be important to consider in choosing a volunteer job?
 3. How do you feel about . . . ?
 4. I'd like to hear more about . . . ?
 5. I'm not sure I understand. Can you explain . . . ?

3. Listen well. Don't assume you understand what the person has said.

Aids to listening:

1. Interest.
2. Patience. A good interview takes time.
3. Linking. Build questions on what has been said previously.
4. Concentration. Listen for main ideas.
5. Deliberation. Withhold judgment about placement until you know the person. This person's skills may suggest a new aspect for your program that you hadn't thought of until now.

APPENDIX H

SAMPLE INTERVIEW FORM

Name _____ Home phone _____ Business _____

Address _____ Zip _____

Sex F ___ M ___ Age: Under 20 ___ 21-40 ___ 41-60 ___ Over 60 ___

Person to be notified in emergency _____ Phone _____

Family--children (How many) ___ Ages ___ Other dependents at home ___

Physical or other limitations, if any _____

TB Test (Date) _____

Means of transportation: Private ___ Bus ___ None ___

Special Skills and Experiences (Please describe) _____

Availability (Please circle) M T W TH F S SN

Before School 9-11:30 a.m. 1-3:00 p.m. After School

Grade preferred (Please circle) Pre-school K-3 3-6 7-9 10-12 Any

Preferred volunteer participation (Please circle) Group One-to-one

Preferred assignment (Please circle) Regular Special Occasions

Preferred volunteer services (Please circle) Instructional services

Classroom Assistance Special Services Monitoring Activities

Work Experience - Volunteer or Paid

DATE	TYPE OF WORK	ORGANIZATION	PAID/VOLUN.

Personal Reference

How did you learn of the program?

As a volunteer, I agree to work within the policies and procedures of the Anchorage School District.

Signature of Volunteer _____ Date _____

Volunteer job placement _____ School _____

Training received _____ Days and hours assigned _____

Starting date _____ Interviewer _____

APPENDIX I

SAMPLE VOLUNTEER RECORD FORM

Date _____

Name _____ Sex M _____ F _____

Address _____ Zip _____

Home Phone _____ Business Phone _____

Age: Under 20 _____ 21-40 _____ 41-60 _____ Over 60 _____

Person to be Notified in Emergency _____ Phone _____

Check if Available for Driving _____ Time? _____ Phone _____

Referral Source _____

For Office Use

Interview Date _____

Placed _____

School _____

Orientation _____

Training _____

Date Time School Assignment Date Time School Assignment

APPENDIX J

SAMPLE SERVICE RECORD FORM

Name _____ Date _____

ORIENTATION COMPLETED _____

BEGINNING DATE _____ DAYS OF ASSIGNMENT _____

TIME _____ TEACHER OR COORDINATOR _____

TRAINING RECEIVED _____

RECORD OF HOURS WORK

DATE 19 ____ 19 ____

SEPT. _____

OCT. _____

NOV. _____

DEC. _____

JAN. _____

FEB. _____

MAR. _____

APR. _____

MAY _____

VOLUNTEER: PLEASE COMPLETE THIS SECTION

1. May we count on you next year?

____ Yes ____ No ____ Possibly

2. Would you like to serve in another capacity next year?

____ Yes ____ No

If yes, in what capacity?

Total Hours Worked _____

(Copy available for volunteer and for school or District office.)

APPENDIX L
SAMPLE STAFF SURVEY

Dear Staff:

The purpose of this inquiry is to gain information regarding a volunteer program for _____ School. Please take a few minutes to answer the following questions and return this sheet to _____ at your earliest convenience.

Thank you for your time and assistance.

1. What helpful duties could a volunteer perform for you?

2. What can teachers do to encourage people to volunteer?

3. What can administrators do to encourage people to volunteer?

4. Please list five goals you would like to see the program accomplish?

5. Additional comments regarding a volunteer program may be made here.

Signature _____
(optional)

APPENDIX M

SUGGESTED SERVICES THAT MAY BE PROVIDED BY VOLUNTEER WORKERS

(organized by skill level)

These will depend upon the needs of the individual school and the capabilities of the school volunteer. The following list suggests some possible activities with which a volunteer might assist:

Services Requiring Minimal Skills or Training

- Assisting in decorating rooms
- Assisting with classroom chores
- Distributing books and supplies
- Helping in the preparation of instructional materials
- Arranging and helping to supervise class trips
- Scoring of objective-type tests
- Recording marks
- Putting work on the board
- Obtaining designated materials for class units

Services Requiring Average Skills or Training

- Compiling a picture file for use in class units
- Cataloging magazine and newspaper articles pertaining to class units
- Setting up simple science experiments
- Typing needed teaching materials
- Keeping chemicals in order in laboratory and helping in science classes
- Helping with arts and crafts, music, physical education, and dancing
- Organizing and supervising a classroom library
- Arranging special holiday programs
- Acting as interpreters for non-English speaking parents
- Making posters
- Setting up hall display cases
- Alphabetizing, filing, typing, and duplicating materials
- Assisting in health programs: inoculations, vision test, first aid, referrals to dental clinics, etc.
- Helping with inventories of books and supplies
- Assisting the school nurse
- Preparing instructional materials requested by staff
- Assisting with library operation during the school day, during lunch hour, before and after school

Services Requiring Special Skills or Training

- Assisting in dramatics, directing, staging, making costumes and scenery, coaching
- Assisting in school club activities and co-curricular programs
- Assisting in assembly programs
- Assisting in school-wide programs
- Assisting in noon programs
- Helping to improve pupil attendance
- Helping to orientate new teachers to the community
- Assisting with homeroom programs and activities
- Assisting with open house programs and other special event programs
- Helping to orient new students to the school
- Assisting with career guidance programs
- Assisting with motivation programs to encourage pupils to continue their education
- Assisting in the guidance office
- Serving on various advisory committees
- Assisting with programs for financial assistance to needy students
- Assisting with programs relating to cultural patterns and intercultural relations
- Assisting in tutoring individual students

TEACHER'S ROLE IN SUPERVISION OF VOLUNTEERS

The classroom teacher is a key person in guiding the practical learning experiences of volunteers. The following suggestions are intended to help make the best use of teacher supervision within the limits of the time available.

1. Try to arrange an informal session with the volunteer to discuss the program and what to expect of the children. Orient volunteers in the kind of help you would like from them. Try to have a variety in the tasks assigned, but use volunteer services in any way that will be of help to you and the students. School volunteers should be trained to assist in an ever increasing variety of activities.
2. Plan the work you want volunteers to do before they come to your room. Create early opportunities for volunteer contacts with individual students. Be specific in your directions.
3. If you are not going to need volunteers at the regular time, or if you are going to be away from school, advise the Coordinator of Volunteers in advance so that arrangements can be made to utilize the volunteers elsewhere.
4. If you do not need the volunteers for the full time, release them so that they can help another teacher.
5. Brief school volunteers in fire drill and dismissal procedures. Introduce them to the teacher next door.
6. Anticipate information volunteers will need to carry out assigned duties. Show them where to find materials, how to set up an activity, what books to use with a group, etc. Tell them what limits to set, what special needs individual children have, and what to expect of the children.
7. Avoid assigning responsibilities beyond the volunteers' abilities. Do not leave volunteers with too many children or too large an area to supervise.
8. Provide increasing responsibility as volunteers are ready.
9. Expect volunteers to be businesslike about attendance, being on time, staying with assigned responsibilities, and constantly accepting direction from the teacher. Although the job is a volunteer one, the commitment is professional.

The school volunteers who feel themselves partners of the teachers are doing a public relations job and are carrying to the community an appreciation of the good job being done by school people.

APPENDIX O

SAMPLE TEACHER PLAN FOR COMMUNICATING WITH VOLUNTEERS

It is important that you, the teacher, communicate your needs in enough detail to your volunteer. This does not need to be a burden to you. It can be done in a number of ways:

Informally, you can keep a running list of things with which someone else could help. Do it as the ideas occur to you. Keep the list in one designated place, which the volunteer checks. When the task is complete, it can be crossed off by the volunteer.

As an example:

- Give J.Q. make-up spelling test.
- Take down collages on bulletin board.
- Put up creative writing located in box on desk.
- Correct RISE skill test located in box on desk.
- Listen to oral reading at 10:00 a.m. with Tom P., Jane, Jackie.
- And so on...

More formally, you can prepare a worksheet form such as the following:

Volunteer _____ Date _____

Pupil _____

Materials _____

Task _____

Special Instructions:

Volunteer Comments:

It is especially helpful to both the teacher and the volunteer if there is a pre-arranged place or form for the volunteer to use to note his or her observations, suggestions, questions, or whatever. This will eliminate the possibility of that person's interrupting class to discuss these with you before leaving. Also, the volunteer appreciates this chance to contribute.

APPENDIX P

SAMPLE JOB DESCRIPTIONS FOR VOLUNTEERS

Library Assistant

1. The library volunteer works under the direct supervision of the librarian at _____ School.
2. Specific time arrangements will be made by mutual agreement between the volunteer and the librarian.
3. Library volunteer duties will include:
 - a) Supervising learning game time
 - b) Filing cards
 - c) Arranging books on shelves
 - d) Reading stories to students
 - e) Helping students select books
 - f) Helping to color code, stamp, and glue pockets on books
 - g) Checking books out to students

Playground Assistant

1. The playground volunteer works under the direct supervision of the "duty teacher" at _____ School.
2. Specific time arrangements will be made by mutual agreement between the volunteer and the principal.
3. Playground volunteer duties will include:
 - a) Issuing playground equipment
 - b) Assisting students with playground activities
 - c) Encouraging students to participate in activities.

If the volunteer is available before and/or after school, duties may include supervising bus loading and/or unloading.

Classroom Assistant

1. The classroom volunteer works under the direct supervision of the classroom teacher at _____ School.
2. Specific time arrangements will be made by mutual agreement between the volunteer and the classroom teacher.

Classroom Assistant (continued)

3. Classroom volunteer duties will include:

- a) Tutoring students on a one-to-one basis
- b) Working with small groups of students
- c) Passing out and collecting materials
- d) Correcting papers
- e) Assisting with room decorations
- f) Cleaning up and securing classroom supplies
- g) Listening to students read

-- SAMPLE --

CLASSROOM ASSISTANT JOB DESCRIPTION

Basic Responsibilities	Typical Duties	Assistance You Can Expect
BE DEPENDABLE (Notify the teacher and/or the Volunteer Coordinator when you cannot come and as far in advance as possible.)	<ul style="list-style-type: none">Correct specified student workAssist in arts and craft projects	<ul style="list-style-type: none">Clear instructions for the day, and a teacher most willing to answer questions that are not explained.
<ul style="list-style-type: none">BE ON TIME (If this is absolutely impossible, call the school and say how late you will be. If you must leave early, let the teacher know ahead of time, so that he or she can plan accordingly.)	<ul style="list-style-type: none">Read stories to individuals or to groupsListen to oral readingAdminister spelling or simple types of tests	<ul style="list-style-type: none">An understanding staff and colleagues ready to <u>listen</u> and help you solve <u>any</u> problems in order to make your experience the best possible volunteer experience.
<ul style="list-style-type: none">BE ENTHUSIASTIC AND ENCOURAGING	<ul style="list-style-type: none">Give general assistance whenever the teacher requires it (cut paper, staple together "books," hang up children's work on walls, run an occasional ditto, etc.)	<ul style="list-style-type: none">Coffee or tea if you wish
<ul style="list-style-type: none">SHARE YOUR IDEAS AND SUGGESTIONS		
<ul style="list-style-type: none">BE FLEXIBLE (In the classroom you will soon learn that it is often necessary to change plans, ideas, activities, etc.)		
<ul style="list-style-type: none">BE DISCREET (Dont' forget and discuss someone else's weak areas, students or teachers. We do <u>all</u> have them!)		

-- SAMPLE --

CURRICULUM ASSISTANT JOB DESCRIPTION

Basic Responsibilities	Typical Duties	Assistance You Can Expect
. (Basically the same as for Classroom Assistant)	. Prepare teaching aids as requested by teacher. . Type, duplicate and collate instructional material. . Prepare and develop picture reference files. . Make games for learning activities. . Record tapes for the listening post. . Laminate teacher-made material.	. (Same as for any other job description.)

APPENDIX Q

IMPORTANCE OF PROPER ATTITUDES WITH CHILDREN

This well-known poem is used in many volunteer programs to convey to school volunteers the importance of a desirable attitude and manner:

If a child lives with criticism,
he learns to condemn;

If a child lives with hostility,
he learns to fight;

If a child lives with ridicule,
he learns to be shy;

If a child lives with shame,
he learns to feel guilty;

If a child lives with tolerance,
he learns to be patient;

If a child lives with encouragement,
he learns confidence;

If a child lives with praise,
he learns to appreciate;

If a child lives with fairness,
he learns justice;

If a child lives with security,
he learns to have faith;

If a child lives with approval,
he learns to like himself;

If a child lives with acceptance and friendship,
he learns to find love in the world.

Dorothy Law Nolte

APPENDIX R

SAMPLE EVALUATION CHECKLIST FOR COORDINATOR

A. ACCEPTANCE BY STAFF

1. Does the volunteer program in your school have the complete support and approval of the staff?
2. Does the entire staff understand why volunteers are being used in the school?
3. Are all staff members familiar with the ways in which volunteers are being used and in what areas they will be working?
4. Is staff prepared as to what to expect of volunteers?
5. Do staff members realize what volunteers expect of them?
6. Are staff responsibilities in regard to the volunteer program taken into consideration?

B. RECRUITMENT

1. Do you know how and where your school is going to use volunteers before you start to recruit?
2. Are you able to recruit the types of volunteers you need?
3. Do you make known your volunteer needs through:
 - Brochures?
 - Newspaper articles?
 - Radio and TV announcements?
 - Talks to groups?
 - Come and see tours?
4. Do you use a variety of sources for obtaining volunteers?
 - Your Board members?
 - Friends of your volunteers?
 - Neighborhood people?
 - Volunteer Bureau?
 - Churches?
5. Have you tried using new volunteer potential as they become available?
 - College students?
 - Retirees?
 - Employed men and women?
 - Club groups?

C. INTERVIEWING AND PLACEMENT

1. Are prospective volunteers interviewed before they start work in your school?
2. Is the interviewer a specially designated and qualified member of the staff -- or of the volunteer organization?
3. Do you allow sufficient time and privacy for a thorough, unhurried interview?
4. Are your registration cards designed to furnish useful information?
5. Do you try to discover the volunteer's particular capabilities, interests and experience -- and offer jobs that are commensurate with these?
6. Are the volunteer's wishes -- and aversions -- as to placement given consideration insofar as possible?
7. If the particular services a volunteer wishes to perform cannot be used, do you offer a reasonable explanation and try to substitute other services that are needed and may prove equally interesting?
8. Have you drawn up good clear job descriptions?
9. When volunteers are assigned to a specific job, do they know:
 - What they are to do?
 - When, where, to whom to report?
 - How many hours they work?
 - What additional training is required?
 - What equipment to bring?
10. Is the importance of continuity of service stressed in situations where the volunteer is working directly with students?
11. Do you discuss a termination date for a specific assignment?
12. Do you leave a volunteer free to refuse an assignment in your school?
13. Have you the ability to turn down a volunteer who is evidently unsuitable?

D. ORIENTATION AND TRAINING

1. Are time and personnel for the orientation of volunteers included in planning for your volunteer program?

2. Do all volunteers working in your school understand why the job they are doing is important and how it fits into the total school picture?
3. Are they given a place to work and to keep their belongings?
4. Are they introduced to staff members and volunteers with whom they will be working?
5. Do your volunteers know what is expected of them as to:
 - Performance?
 - Appearance?
 - Behavior?
 - Confidentiality?
 - Attitude toward students?
6. Can they differentiate between the role of the volunteer and that of staff?
7. Have you prepared manuals or other literature to help volunteers keep in mind the things they need to know?
8. Do you acquaint volunteers with the school's total facilities and with the names of staff members?
9. Are your volunteers sufficiently informed as to the program's purpose and philosophy to discuss these intelligently with their families and friends?
10. Do you give the volunteer an opportunity to acquire the skills needed for a particular assignment through:
 - Formal training programs?
 - Consistent on-the-job training?
11. Have you explored community resources for types of training that your school is unable to provide?
12. Do you keep the orientation process from becoming passive through:
 - Periodic volunteer meetings?
 - Discussion sessions?
 - Invitations to pertinent workshops?
 - Suggested reading material?

E. SUPERVISION

1. Has your school administration designated one person, staff member or volunteer, as the overall director of the volunteer program?

2. Is the chain of command in your volunteer program clearly established?
3. Do your volunteers know to whom they are immediately responsible:
 - To report to for work?
 - To turn to for help and advice?
 - To call when unable to be present?
4. Do they know when and where they can find their supervisor?
5. Is there always some experienced person available to work with new volunteers and show them what to do?
6. Do you keep track of how volunteers are getting along in their jobs:
 - Through an adequate system of records?
 - Through personal conferences?
 - Through contact with the supervisory personnel?
7. Do you let the volunteer who is doing well know that this is so?
8. Is an attempt made to help the volunteer who is not doing well by building up interest, increasing skills, instilling confidence?
9. Are the channels of communication always open between you and your volunteers?

F. REASSIGNMENT

1. Are your volunteers assigned to a specific job for a "trial period" at the end of which they may continue in the same job, be assigned to another, or withdraw altogether?
2. Do you recognize that misplacement may be the cause of unsatisfactory performance and try to give volunteers another opportunity to use their skills more productively?
3. Are your volunteers given a chance to change from one type of service to another, to learn new skills, to assume positions of greater responsibility?
4. Do volunteers feel free to terminate their service with the school after a reasonable length of time?
5. Do you make sure that all volunteers, whether they resign after long term service, or are released because they have not worked out, leave with a pleasant feeling toward the school?

G. ASSIMILATION

1. Do you make it evident in all possible ways that your volunteers are important and wanted?
2. Are they regarded as members of a partnership without whom the school's program would be the poorer?
3. Are volunteers kept informed of school news and any changes in school program?
4. Do you invite your volunteers to take part in:
 - General school meetings?
 - Occasional staff meetings?
 - Anything the school does as a whole?
5. Are they encouraged to make suggestions and do their ideas receive courteous attention?
6. Do your volunteers feel so much a part of the school that nothing short of absolute necessity will keep them away from the job?

H. RECOGNITION

1. Do you feel it is important to most human beings to be told that their efforts are appreciated?
2. Do you make a point of saying "thank you" to volunteers:
 - Informally and personally -- on a day-to-day basis?
 - Formally and publicly -- in the presence of fellow workers, staff, board members, clients, family and friends?
3. Are the volunteers in your school identified in any way while on the job by:
 - Badges?
 - Uniforms?

so that students, as well as staff, know who they are and why they are there?
4. Have you developed your own system of awards:
 - Certificates?
 - Pins?
 - Stripes?
 - Plaques?
5. Is any of your school's publicity devoted to telling the story of your volunteer's achievements?

I. EVALUATION

1. Does your total plan for school operation include a periodic stock taking of the volunteer program?
2. Do you emphasize evaluation of the program rather than of individuals?
3. Are volunteers an asset to your school in the sense that they have:
 - Enriched your existing program?
 - Made possible the extension of service?
 - Made possible the inauguration of new services?
 - Served as first-rate public relations people?
4. If volunteers appear to be a liability, have you considered any new approaches that might convert them into assets?
5. In evaluating the volunteer program, do you include:
 - A look at the structure as well as the content?
 - An assessment of staff time put in measured against volunteer performance?
 - A discussion of problems encountered?
6. Do both staff and the volunteers themselves participate in the program evaluation?
7. Do your staff members attend workshops on volunteers?

Evaluation generally leads one to consider whether a program should be continued, whether it should be discontinued, or whether it should take a new approach. It is generally clear that volunteer leaders will want to continue a project or service if they have agreed to do so and if evaluation reveals that there is still a need for the service rendered.

Good program evaluation promotes good programs!

APPENDIX S

PROGRAM EVALUATION FORM FOR VOLUNTEERS TO COMPLETE

Job Title _____ Date _____

Supervisor _____ Volunteer _____
(optional)

1. How many hours of volunteer work have you given this year? _____
2. Would you like to continue volunteer work? _____ Why? _____

3. Do you feel your time as a volunteer has been well spent? _____
Why? _____
4. Do students seem to enjoy having you work at the school? _____
Does the staff seem to appreciate your efforts? _____
5. What could the staff do to be of more help to you? _____

6. Do you feel your orientation and training were:
_____ adequate? _____ inadequate _____ unnecessary?
7. What type of training has been most helpful to you? _____

8. What changes could you recommend to improve your specific
volunteer job? _____

9. What changes could you recommend to improve the volunteer program
in general? _____

10. What other comments could you offer to help improve the quality of
the volunteer program? _____

We welcome your comments and appreciate your time and efforts.

APPENDIX T

PROGRAM EVALUATION FORM FOR STAFF TO COMPLETE

Date _____ Name _____
(optional)

1. How many different volunteers have you worked with this school year? _____ Approximately how many volunteer hours have you supervised this school year? _____
2. In what ways did volunteers help you? _____

3. Would you like to continue working with volunteers? _____
Why? _____
4. Do you feel that your time as a supervisor has been well spent? _____
Why? _____
5. Do volunteers seem positive and supportive in their work? _____
Do students seem to enjoy having volunteers work at the school? _____
6. Do you feel your orientation for the volunteer program was:
_____ adequate? _____ inadequate? _____ unnecessary?
7. What aspect of orientation was most helpful to you? _____

8. What changes could you recommend to improve the specific volunteer jobs you supervise? _____

9. What changes could you recommend to improve the volunteer program in general? _____

10. What other comments could you offer to help improve the quality of the volunteer program? _____

We welcome your comments and appreciate your time and efforts.

APPENDIX U

-- SAMPLE --

PROGRAM EVALUATION FORM FOR STUDENTS TO COMPLETE

Date _____ Name _____ (optional)

1. In what ways have volunteers worked with you? _____

2. Have you enjoyed working with volunteers at school? _____

Why? _____

3. Would you like to work with volunteers:

___ more often? ___ about the same? ___ less often?

4. What do you like most about working with a volunteer? _____

5. Can you think of some new ways for volunteers to help you? _____

Can you think of some new ways for volunteers to help at the school in general? _____

6. Can you suggest any changes which would make our volunteer program better? _____

We appreciate your help. Thank you for your comments and suggestions.

APPENDIX V

SUGGESTIONS FOR REWARDING VOLUNTEERS

1. Smile.
2. Put up a volunteer suggestion box.
3. Treat to a soda.
4. Reimburse assignment-related expenses.
5. Ask for a report.
6. Send a birthday card.
7. Arrange for discounts.
8. Give service stripes.
9. Maintain a coffee bar.
10. Plan annual ceremonial occasions.
11. Invite to staff meeting.
12. Recognize personal needs and problems.
13. Accommodate personal needs and problems.
14. Be pleasant.
15. Use in an emergency situation.
16. Provide a baby sitter.
17. Post Honor Roll in reception area.
18. Respect their wishes.
19. Give informal teas.
20. Keep challenging them.
21. Send a Thanksgiving Day card to the volunteer's family.
22. Provide a nursery.
23. Say "Good Morning."
24. Greet by name.
25. Provide good pre-service training.
26. Help develop self-confidence.
27. Award plaques to sponsoring group.
28. Take time to explain fully.
29. Be verbal.
30. Motivate agency VIP's to converse with them.
31. Hold rap sessions.
32. Give additional responsibility.
33. Afford participation in team planning.
34. Respect sensitivities.
35. Enable to grow on the job.
36. Enable to grow out of the job.
37. Send newsworthy information to the media.
38. Have wine and cheese tasting parties.
39. Ask client-patient to evaluate their work-service.
40. Say "Good Afternoon."
41. Honor their preferences.
42. Create pleasant surroundings.
43. Welcome to staff coffee breaks.
44. Enlist to train other volunteers.
45. Have a public reception.

46. Take time to talk.
47. Defend against hostile or negative staff.
48. Make good plans.
49. Commend to supervisory staff.
50. Send a valentine.
51. Make thorough pre-arrangements.
52. Persuade "personnel" to equate volunteer experience with work experience.
53. Admit to partnership with paid staff.
54. Recommend to prospective employer.
55. Provide scholarships to volunteer conferences or workshops.
56. Offer advocacy roles.
57. Utilize as consultants.
58. Write them thank you notes.
59. Invite participation in policy formulation.
60. Surprise with coffee and cake.
61. Celebrate outstanding projects and achievements.
62. Nominate for volunteer awards.
63. Have a "Presidents' Day" for new presidents of sponsoring groups.
64. Carefully match volunteer with job.
65. Praise them to their friends.
66. Provide substantive in-service training.
67. Provide useful tools in good working condition.
68. Say "Good Night."
69. Plan staff and volunteer social events.
70. Be a "real" person.
71. Rent billboard space for public laudation.
72. Accept their individuality.
73. Provide opportunities for conferences and evaluation.
74. Identify age groups.
75. Maintain meaningful file.
76. Send impromptu fun cards.
77. Plan occasional extravaganzas.
78. Instigate client planned surprises.
79. Utilize purchased newspaper space.
80. Promote a "Volunteer-of-the-Month" program.
81. Send letter of appreciation to employer.
82. Plan a "Recognition Edition" of the agency newsletter.
83. Color code name tags to indicate particular achievements (hours, years, unit, etc.).

84. Send commendatory letters to prominent public figures.
85. Say "we missed you."
86. Praise the sponsoring group or club.
87. Promote staff smiles.
88. Facilitate personal maturation.
89. Distinguish between groups and individuals in the group.
90. Maintain safe working conditions.
91. Adequately orientate.
92. Award special citations for extraordinary achievements.
93. Fully indoctrinate regarding the agency.
94. Send Christmas cards.
95. Be familiar with the details of assignments.
96. Conduct community-wide, cooperative, inter-agency recognition events.
97. Plan a theater party.
98. Attend a sports event.
99. Have a picnic.
100. Say "Thank You."
101. Smile